

# New York State School Report Card Comprehensive Information Report

BEDS Code : 01-10-03-06-0002  
 Name : C.A. Bouton Middle School High School  
 Principal: Mark Diefendorf

Grade Range : 7-12

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	128	118	111
Eighth	120	128	123
Ninth	97	117	125
Tenth	127	97	113
Eleventh	92	121	98
Twelfth	100	95	119
Ungraded Secondary	0	0	0
Total K-12 Enrollment	664	676	689

## Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	1.8%	8	1.2%	11	1.6%
Black (Not Hispanic)	3	0.5%	5	0.7%	3	0.4%
Hispanic	2	0.3%	1	0.1%	2	0.3%
White (Not Hispanic)	647	97.4%	662	97.9%	673	97.7%

## Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	3	0.4%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	25	25
Mathematics Grade 8	25	23	27
Science Grade 8	23	24	23
Social Studies Grade 8	24	26	24
English Grade 10	21	19	0
Mathematics Grade 10	16	17	21
Science Grade 10	18	21	17
Social Studies Grade 10	26	18	21

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.6%		96.1%		96.0%
Student Suspensions	31	4.8%	21	3.2%	26	3.9%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	1999–2000	2000–2001	2001–2002
Free Lunch	2.9%	1.6%	2.3%
Reduced Lunch	0.9%	1.8%	3.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	89%	100%	99%

### Staff Counts

Staff	2001–2002
Total Teachers	57
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching out of Certification*	3
Teachers with Temporary Licenses	1

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	84	60	71%	80	67	84%	110	88	80%
Students with Disabilities	9	1	11%	6	0	0%	8	0	0%
All Students	93	61	66%	86	67	78%	118	88	75%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

## Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	118	0	0	0	0	0
Percent	100%	0%	0%	0%	0%	0%

## Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
8	0	0	8

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					4	0.9%
	Entered GED Program*					2	0.4%
	Total Noncompleters					6	1.3%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	8	1.9%	9	2.1%	4	0.9%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.4%
	Total Noncompleters	8	1.9%	9	2.1%	6	1.3%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Second Language Proficiency Examinations

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	12	100%	1	#	20	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	23	96%	0	0%	91	93%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form – D)

# Regents Competency Tests

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	10	100%	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	14	86%	3	#	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	100%	2	#	8	88%
Science	10	60%	7	57%	4	#
Reading	3	100%	1	#	0	0%
Writing	2	100%	2	#	0	0%
Global Studies	3	67%	6	50%	7	86%
U.S. Hist & Gov't	6	83%	5	60%	5	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	91	123	97	6	10	8
Number Scoring 55–100	91	120	91	6	9	5
Number Scoring 65–100	87	117	89	3	9	4
Number Scoring 85–100	21	51	43	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	94%	100%	90%	62%
Percentage of Tested Scoring 65–100	96%	95%	92%	50%	90%	50%
Percentage of Tested Scoring 85–100	23%	41%	44%	0%	0%	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	115	38	10	13	10	2
Number Scoring 55–100	107	27	7	10	5	#
Number Scoring 65–100	100	22	6	10	4	#
Number Scoring 85–100	59	3	2	4	0	#
Percentage of Tested Scoring 55–100	93%	71%	70%	77%	50%	#
Percentage of Tested Scoring 65–100	87%	58%	60%	77%	40%	#
Percentage of Tested Scoring 85–100	51%	8%	20%	31%	0%	#
<b>Mathematics A</b>						
Number Tested	0	0	104	0	0	1
Number Scoring 55–100	0	0	94	0	0	#
Number Scoring 65–100	0	0	83	0	0	#
Number Scoring 85–100	0	0	32	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	80%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	31%	0%	0%	#
<b>Global Studies (last administered January 2000)</b>						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	126	95	110	11	10	8
Number Scoring 55–100	124	92	105	9	8	4
Number Scoring 65–100	120	89	98	8	6	2
Number Scoring 85–100	55	39	49	2	1	1
Percentage of Tested Scoring 55–100	98%	97%	95%	82%	80%	50%
Percentage of Tested Scoring 65–100	95%	94%	89%	73%	60%	25%
Percentage of Tested Scoring 85–100	44%	41%	45%	18%	10%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>U.S. History and Government (last administered January 2001)</b>						
Number Tested	95	4		7	0	
Number Scoring 55–100	85	#		5	0	
Number Scoring 65–100	77	#		2	0	
Number Scoring 85–100	33	#		0	0	
Percentage of Tested Scoring 55–100	89%	#		71%	0%	
Percentage of Tested Scoring 65–100	81%	#		29%	0%	
Percentage of Tested Scoring 85–100	35%	#		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		123	96		10	8
Number Scoring 55–100		115	94		6	7
Number Scoring 65–100		114	87		6	4
Number Scoring 85–100		68	33		0	0
Percentage of Tested Scoring 55–100		93%	98%		60%	88%
Percentage of Tested Scoring 65–100		93%	91%		60%	50%
Percentage of Tested Scoring 85–100		55%	34%		0%	0%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		86	110		12	5
Number Scoring 55–100		86	109		12	4
Number Scoring 65–100		85	107		11	2
Number Scoring 85–100		31	66		1	0
Percentage of Tested Scoring 55–100		100%	99%		100%	80%
Percentage of Tested Scoring 65–100		99%	97%		92%	40%
Percentage of Tested Scoring 85–100		36%	60%		8%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		112	94		12	3
Number Scoring 55–100		109	91		11	#
Number Scoring 65–100		102	88		8	#
Number Scoring 85–100		51	46		3	#
Percentage of Tested Scoring 55–100		97%	97%		92%	#
Percentage of Tested Scoring 65–100		91%	94%		67%	#
Percentage of Tested Scoring 85–100		46%	49%		25%	#

(Form – G)

# Average Grade Enrollment

## All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	97	125	90	102	104
2001	119	96	121	87	106
2002	123	116	96	117	113

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

## Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	9	12	5	11	9
2001	13	10	10	7	10
2002	2	7	8	8	6

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	104	106	113	9	10	6
<b>Comprehensive French</b>						
Number Tested	13	32	22	1	0	0
Number Scoring 55–100	13	32	22	#	0	0
Number Scoring 65–100	13	32	22	#	0	0
Number Scoring 85–100	10	20	14	#	0	0
Percentage of AGE Tested	12%	30%	19%	#	0%	0%
Percentage of AGE Scoring 55–100	12%	30%	19%	#	0%	0%
Percentage of AGE Scoring 65–100	12%	30%	19%	#	0%	0%
Percentage of AGE Scoring 85–100	10%	19%	12%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	1	0	0	1	0
Number Scoring 55–100	0	#	0	0	#	0
Number Scoring 65–100	0	#	0	0	#	0
Number Scoring 85–100	0	#	0	0	#	0
Percentage of AGE Tested	0%	#	0%	0%	#	0%
Percentage of AGE Scoring 55–100	0%	#	0%	0%	#	0%
Percentage of AGE Scoring 65–100	0%	#	0%	0%	#	0%
Percentage of AGE Scoring 85–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	#	0%

(Form – I)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	104	106	113	9	10	6
<b>Comprehensive Spanish</b>						
Number Tested	62	91	44	2	1	1
Number Scoring 55–100	62	90	44	#	#	#
Number Scoring 65–100	59	89	44	#	#	#
Number Scoring 85–100	28	64	34	#	#	#
Percentage of AGE Tested	60%	86%	39%	#	#	#
Percentage of AGE Scoring 55–100	60%	85%	39%	#	#	#
Percentage of AGE Scoring 65–100	57%	84%	39%	#	#	#
Percentage of AGE Scoring 85–100	27%	60%	30%	#	#	#
Percentage of Tested Scoring 65–100	95%	98%	100%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	104	106	113	9	10	6
<b>Sequential Mathematics, Course II</b>						
Number Tested	95	103	7	1	5	0
Number Scoring 55–100	84	94	6	#	5	0
Number Scoring 65–100	79	84	5	#	3	0
Number Scoring 85–100	38	39	1	#	0	0
Percentage of AGE Tested	91%	97%	6%	#	50%	0%
Percentage of AGE Scoring 55–100	81%	89%	5%	#	50%	0%
Percentage of AGE Scoring 65–100	76%	79%	4%	#	30%	0%
Percentage of AGE Scoring 85–100	37%	37%	1%	#	0%	0%
Percentage of Tested Scoring 65–100	83%	82%	71%	#	60%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	72	84	77	0	2	0
Number Scoring 55–100	66	77	74	0	#	0
Number Scoring 65–100	60	76	70	0	#	0
Number Scoring 85–100	40	45	41	0	#	0
Percentage of AGE Tested	69%	79%	68%	0%	#	0%
Percentage of AGE Scoring 55–100	63%	73%	65%	0%	#	0%
Percentage of AGE Scoring 65–100	58%	72%	62%	0%	#	0%
Percentage of AGE Scoring 85–100	38%	42%	36%	0%	#	0%
Percentage of Tested Scoring 65–100	83%	90%	91%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	104	106	113	9	10	6
<b>Earth Science (last administered January 2001)</b>						
Number Tested	72	6		7	3	
Number Scoring 55–100	71	4		7	#	
Number Scoring 65–100	67	2		5	#	
Number Scoring 85–100	32	0		4	#	
Percentage of AGE Tested	69%	6%		78%	#	
Percentage of AGE Scoring 55–100	68%	4%		78%	#	
Percentage of AGE Scoring 65–100	64%	2%		56%	#	
Percentage of AGE Scoring 85–100	31%	0%		44%	#	
Percentage of Tested Scoring 65–100	93%	33%		71%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	130	4		10	2	
Number Scoring 55–100	128	#		10	#	
Number Scoring 65–100	119	#		8	#	
Number Scoring 85–100	43	#		0	#	
Percentage of AGE Tested	125%	#		111%	#	
Percentage of AGE Scoring 55–100	123%	#		111%	#	
Percentage of AGE Scoring 65–100	114%	#		89%	#	
Percentage of AGE Scoring 85–100	41%	#		0%	#	
Percentage of Tested Scoring 65–100	92%	#		80%	#	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	64	93	7	1	3	1
Number Scoring 55–100	62	82	6	#	#	#
Number Scoring 65–100	57	69	5	#	#	#
Number Scoring 85–100	21	28	2	#	#	#
Percentage of AGE Tested	62%	88%	6%	#	#	#
Percentage of AGE Scoring 55–100	60%	77%	5%	#	#	#
Percentage of AGE Scoring 65–100	55%	65%	4%	#	#	#
Percentage of AGE Scoring 85–100	20%	26%	2%	#	#	#
Percentage of Tested Scoring 65–100	89%	74%	71%	#	#	#

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	104	106	113	9	10	6
<b>Physics (last administered January 2002)</b>						
Number Tested	30	29	0	1	0	0
Number Scoring 55–100	30	29	0	#	0	0
Number Scoring 65–100	30	29	0	#	0	0
Number Scoring 85–100	12	14	0	#	0	0
Percentage of AGE Tested	29%	27%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	29%	27%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	29%	27%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	12%	13%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			67			3
Number Scoring 55–100			57			#
Number Scoring 65–100			42			#
Number Scoring 85–100			5			#
Percentage of AGE Tested			59%			#
Percentage of AGE Scoring 55–100			50%			#
Percentage of AGE Scoring 65–100			37%			#
Percentage of AGE Scoring 85–100			4%			#
Percentage of Tested Scoring 65–100			63%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			35			0
Number Scoring 55–100			34			0
Number Scoring 65–100			31			0
Number Scoring 85–100			15			0
Percentage of AGE Tested			31%			0%
Percentage of AGE Scoring 55–100			30%			0%
Percentage of AGE Scoring 65–100			27%			0%
Percentage of AGE Scoring 85–100			13%			0%
Percentage of Tested Scoring 65–100			89%			0%

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	91%	14	100%	15	100%
Students with Disabilities	5	100%	7	100%	5	100%

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2001</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2002</b>	General-Education Students	107	0%	5%	71%	24%
	Students with Disabilities	18	0%	39%	56%	6%
	All Students	125	0%	10%	69%	22%

(Form – N)

## New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Middle Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

### 1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	112	112	8	8	120	120
Number Scoring 55–64	0	0	0	1	0	1
Number Scoring 65–84	59	39	6	5	65	44
Number Scoring 85–100	50	69	0	0	50	69
Approved Alternatives	0	0	0	0	0	0

### 1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	89	8	97
Number Scoring 55–64	0	0	0
Number Scoring 65–84	38	7	45
Number Scoring 85–100	47	1	48
Approved Alternatives	0	0	0

(Form – O)